



2016-17 World's Best Workforce Report Summary

District or Charter Name: New Ulm Public Schools D88

Grades Served: PK-12

Contact Person Name and Position: Jeff Bertrang, Superintendent of Schools, Paul Henn, Director of Learning Services

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each year.

This document serves as the required template for submission of the 2016-17-report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

1. Stakeholder Engagement

1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- ***Using the district website link (www.newulm.k12.mn.us) under the "for parents" tab, there will be a link to the World's Best Workforce Plan. You may contact Paul Henn, Director of Learning Services at phenn@newulm.k12.mn.us with any questions you may have in finding or using the link or navigating the website.***

1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

- Provide the date of the school board annual public meeting to review progress from the 2016-17 school year.
- ***Public Meeting November 13th, 2017***

1c. District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

- Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Jeff Bertrang	Superintendent of Schools
Paul Henn	Director of Learning Services
Shaun Luker Carolyn Borgen Katie Gogo Shannon Helget	D88 Parents
Jerod Spilman	D88 Community Member
Lisa Brown Karla Hansel Janel Sasser Deb Irmiter	D88 Teachers
Jonathan Schiro Matt Ringhofer Melissa Sunderman	D88 School Board Members
Grace Nelson Peter Spengler Brianna Johnson Annika Anderson	D88 Students

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for School

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p><i>By June 30th, 2017 90% of D88 children under the age of 5 will participate in the Early Childhood District Screening through an established monthly screening process for district families.</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>In 2015-16 87.6% of students under the age of 5 received early childhood education screenings. For 2016-17, 92.8 % of children under the age of 5 received early childhood education screenings by June 30th of 2017.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p>

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p><i>By Spring of 2017, 60% of New Ulm Third Graders will meet or exceed grade level expectations on the MCA Reading exam.</i></p> <p><i>(This would represent a 3% increase from 2016)</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>49.1 % of New Ulm Third Grade Students met/exceeded grade level expectations on the Spring 2017 MCA Exam.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p><i>By Spring of 2017, New Ulm Public Schools will reduce the achievement gap between those receiving F/R lunch and those that do not receive F/R lunch by 3% based on 2017 MCA reading scores.</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>Based on the 2016 MCA Reading results, the gap between FRL and non-FRL students was 18%. On the spring 2017 MCA reading exam, the gap between FRL and non-FRL students was 22%.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p><i>All students entering New Ulm High School in grade 9 and students new to the district will be prepared for college and career readiness by graduation by completing a career interest inventory and maintaining a Personal Learning Plan by the end of the school year (May, 2017). The High School Guidance team will oversee this process within the established career class and NCIS process. Students will build a personal portfolio creating a course pathway to graduation.</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>All students have completed the career course, completed portfolio within the MN Career Information System, and completed the career class.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i></p>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p><i>By completion of the 2016-17 school year, MDE graduation report data will indicate that NUHS has achieved a 95% graduation rate for NUHS seniors.</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>MDE graduation data indicates that 97.1% of NUHS seniors graduated.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

Reading: Using MCA strand data, MCA benchmark reports, and STAR assessment data, it was determined that our overall reading program needed to focus on comprehension strategies and informational text.

Math: Using MCA strand data, MCA benchmark reports, and STAR assessment data, word problems and number operations were identified as areas in need.

4. Systems, Strategies and Support Category

4a. Students

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
- **Benchmark assessments (STAR, DIBELS ORF) are given three times a year to students in grades K - 8.**
- **Data teams and PLC's review assessment data to place students in interventions. (students scoring 40% or less)**
- **Progress monitoring for students receiving interventions.**
- **Data from MCA's is the only measure we use to compare low-income students to non low-income students.**
- **MCA testing results**
- **ACCESS [Assessing Comprehension and Communication
 - **in English State-to-State]****
- **STAR and DIBELS**
- **Career & College Assessment -
 - **Grade 9 College & Career course / Grade 10 Career Expo****
- **ASVAB [Armed Services Vocational Aptitude Battery]**
- **Accuplacer [a suite of tests that quickly, accurately, and efficiently
 - **Assesses reading, writing, math, and computer skills]****
- **WIDA [World-class Instructional Design and Assessment for ESL]**

4b. Teachers and Principals

- Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.

Curriculum and Instruction

- **Committees of teachers are formed in content areas to review data and current curriculum**
- **The Curriculum Review Calendar determines, which subjects are in development, review, implementation, or self-study.**
- **Teacher committee in development or recommendation year present their plan to the District Curriculum Advisory Committee (DCAC)**
- **Through the review process, teachers research best practices to implement in the classroom**

Teacher and Principal Evaluation

- **New Ulm Public Schools uses “Principal Self-Assessment and Professional Growth Goal Setting”**
- **Principals meet with the Superintendent 3 times a year, ie., summer to determine annual goals; January to determine progress to meeting the goals; the following summer to evaluate and determine successful meeting of personal goals**

- **Teachers:**
 - **TeachPoint is used for teacher observation**
 - **All licensed staff on 3-year summative evaluation cycle**
 - **Yearly Peer Observations**
 - **Student Surveys**
 - **Induction and Mentor Program**
 - **Professional Learning Communities**
 - **Instructional Coaching**

4c. District

- Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.
 - Include the district practices around high-quality instruction and rigorous curriculum which integrate:
 - **Technology: The use of technology that enhances and enriches the student learning experience remains a focus for the New Ulm Public Schools. STEM activities and opportunities have continued to expand in classrooms and collaborative committees of leadership and staff continue to engage in short-term and long-term planning on the integration of technology focused on student learning. District Innovation grant funds continue to be made available to encourage innovation in the classroom.**
 - **Collaborative professional culture: All teaching staff is involved in Professional Learning Communities where student learning is the focus and collaborative goals are developed that align with district and building improvement initiatives. Following a year of change and staffing re-design, teams were able to raise the bar of collaboration. Elementary and Middle School PBIS processes were developed and core instruction informed by multiple points of data was the priority for the improvement conversation. K-12 interventions were evaluated and improved and process and procedures were finalized after reviewing the first year of new facility grade level arrangements. New Ulm Middle School fully implemented their Middle School Philosophy and 7 mindsets.**

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
- ***New Ulm Schools uses PLC's and Data teams to review school-wide data. The data is used to monitor student growth and development throughout the year. Teachers who may struggle are provided resources to enhance their instructional practices. Principals meet with the superintendent throughout the year to discuss teacher effectiveness and potential. Working together, plans are developed for teacher placement to best serve the students and to provide opportunities for teachers to be successful. Each spring, teacher placements are made based on experience, growth, student data and interchanging staff to better support the students.***

 - ***New Ulm Schools uses a teacher evaluation (TeachPoint) tool to mentor, teach, and grow teachers. This process allows principals to work with teachers from all experience levels. We have lead teachers, mentor teachers, peer-to-peer reviews, and an instructional coach who work with teachers to become better at their craft.***